



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2009
Code: 12481953
SAU: MSAD 54
School: Mill Stream Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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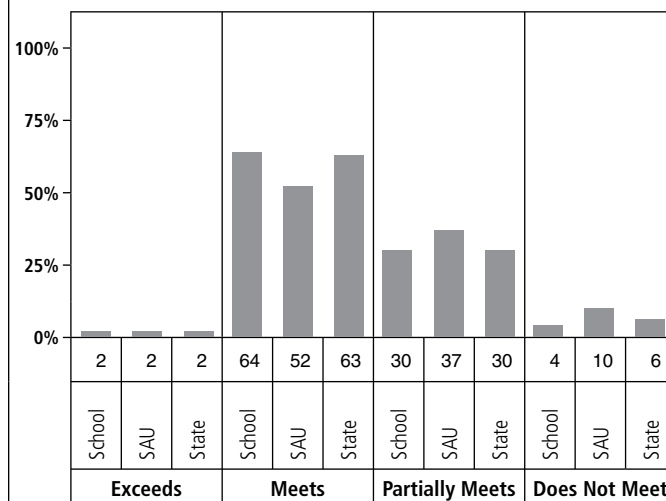
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: MSAD 54
School: Mill Stream Elementary School

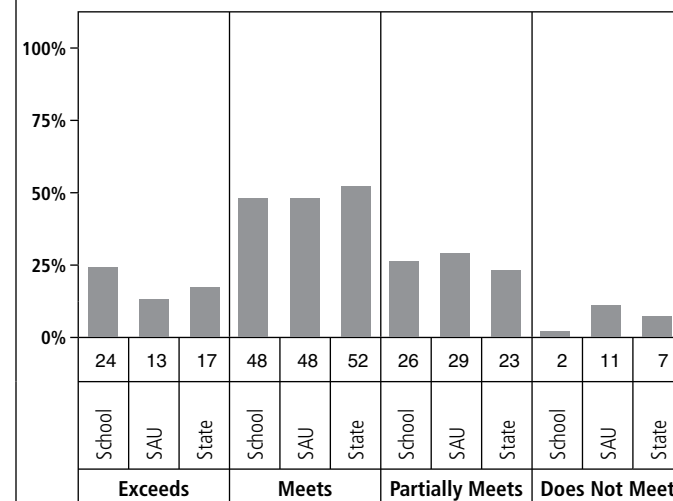
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading 2006–2007 2007–2008 2008–2009 Cum. Avg.*	345	344 341 343 343	345 344 345 345
Mathematics 2006–2007 2007–2008 2008–2009 Cum. Avg.*	351	344 342 346 344	347 347 348 347

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 3
SAU: MSAD 54
School: Mill Stream Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	50	100	207	100	13763	100	50	100	206	100	13691	100	50	100	206	100	13691	100						
Ethnicity African American/Black	0	0	3	1	416	3	0	0	3	100	412	99	0	0	3	100	414	100						
American Indian or Native Alaskan	0	0	1	0	102	1	0	0	1	100	101	100	0	0	1	100	101	100						
Asian or Pacific Islander	0	0	5	2	232	2	0	0	5	100	226	97	0	0	5	100	227	98						
Hispanic	0	0	1	0	167	1	0	0	1	100	164	98	0	0	1	100	164	98						
Caucasian/White	50	100	197	95	12846	93	50	100	196	100	12788	100	50	100	196	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	11	22	43	21	2414	18	11	100	42	100	2388	100	11	100	42	100	2388	100						
Current LEP	0	0	3	1	420	3	0	0	3	100	413	98	0	0	3	100	417	99						
Economically disadvantaged	23	46	110	53	5887	43	23	100	109	100	5847	100	23	100	109	100	5846	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	32	64	138	67	10316	75	40	80	146	71	10355	75						
Identified disability (PET/IEP)	1	3	5	4	437	4	1	3	5	3	445	4						
LEP	0	0	0	0	192	2	0	0	0	0	193	2						
504 plan	1	3	1	1	83	1	1	3	1	1	83	1						
Participation with accommodations	18	36	62	30	3179	23	10	20	54	26	3152	23						
Identified disability (PET/IEP)	10	56	31	50	1757	55	10	100	31	57	1759	56						
LEP	0	0	3	5	214	7	0	0	3	6	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	8	44	28	45	1192	37	0	0	20	37	1157	37						
Participation through alternate assessment (PAAP)	0	0	6	3	194	1	0	0	6	3	184	1						
Identified disability (PET/IEP)	0	0	6	100	194	100	0	0	6	100	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	1	0	19	0	0	0	1	0	21	0						
Non-participation – other	0	0	0	0	53	0	0	0	0	0	51	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 3
SAU: MSAD 54
School: Mill Stream Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007			7	4	332	2
	2007-2008			1	1	227	2
	2008-2009	1	2	3	2	262	2
	Cum. Total*			11	2	821	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007			115	59	8691	63
	2007-2008			97	52	8403	62
	2008-2009	32	64	104	52	8500	63
	Cum. Total*			316	54	25594	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007			55	28	3781	27
	2007-2008			65	35	4018	30
	2008-2009	15	30	74	37	3985	30
	Cum. Total*			194	33	11784	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007			19	10	1021	7
	2007-2008			23	12	938	7
	2008-2009	2	4	19	10	748	6
	Cum. Total*			61	10	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	28.8	62.6	26.4	57.4	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	20.0	62.5	18.5	57.8	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	8.8	62.9	7.9	56.4	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: MSAD 54
 School: Mill Stream Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	50	1	2	32	64	15	30	2	4	345	200	2	52	37	10	343	13495	2	63	30	6	345
Ethnicity																						
African American/Black	0										3						402	0	40	41	18	339
American Indian or Native Alaskan	0										1						99	0	64	31	5	343
Asian or Pacific Islander	0										5	0	80	0	20	344	222	4	63	25	8	345
Hispanic	0										0						162	0	51	38	10	342
Caucasian/White	50	1	2	32	64	15	30	2	4	345	191	2	51	38	9	342	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	1	9	8	73	2	18	337	36	0	14	61	25	337	2194	0	32	50	18	338
No	39	1	3	31	79	7	18	0	0	348	164	2	60	32	6	344	11301	2	69	26	3	346
Current LEP																						
Yes	0										3						406	0	39	41	20	339
No	50	1	2	32	64	15	30	2	4	345	197	2	52	38	9	343	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	23	0	0	13	57	8	35	2	9	342	108	1	43	43	14	340	5721	1	52	39	9	342
No	27	1	4	19	70	7	26	0	0	348	92	2	63	30	4	345	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	50	1	2	32	64	15	30	2	4	345	200	2	52	37	10	343	13489	2	63	30	6	345
Gender																						
Female	29	1	3	20	69	8	28	0	0	346	92	3	64	28	4	345	6568	3	67	26	4	346
Male	21	0	0	12	57	7	33	2	10	344	108	0	42	44	14	341	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	10	0	0	6	60	4	40	0	0	342	68	0	37	49	15	339	2300	0	39	49	11	340
No	40	1	3	26	65	11	28	2	5	346	132	2	60	31	7	344	11195	2	68	25	4	345
Gifted/talented program																						
Yes	0										0						155	11	87	2	0	354
No	50	1	2	32	64	15	30	2	4	345	200	2	52	37	10	343	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 3
SAU: MSAD 54
School: Mill Stream Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	1	50	1	50	0	0	342	6	0	45	36	18	341	5	1	44	39	16	340
B. less than one hour	72	0	0	25	69	10	28	1	3	345	75	1	54	37	7	343	80	2	66	28	4	345
C. one to two hours	18	1	11	5	56	2	22	1	11	347	12	4	46	38	13	344	13	2	61	32	6	344
D. more than two hours	6	0	0	1	33	2	67	0	0	343	7	0	38	38	23	339	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	52	1	4	19	73	4	15	2	8	347	57	2	55	34	9	343	47	3	68	24	4	346
B. good	30	0	0	12	80	3	20	0	0	346	31	2	50	37	11	341	41	1	62	31	5	344
C. fair	14	0	0	0	0	7	100	0	0	339	10	0	47	47	5	342	9	0	51	41	8	342
D. poor	4	0	0	1	50	1	50	0	0	341	3	0	20	80	0	340	2	0	30	51	19	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	24	1	8	7	58	4	33	0	0	346	31	2	53	37	8	343	31	3	63	28	6	345
B. They match some of what I have learned.	44	0	0	17	77	5	23	0	0	348	46	2	58	32	8	343	49	2	68	26	3	345
C. They match just a little of what I have learned.	16	0	0	6	75	1	13	1	13	343	16	0	45	39	16	341	14	1	53	39	7	342
D. There is no match.	16	0	0	2	25	5	63	1	13	339	7	0	21	71	7	339	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	24	0	0	5	42	7	58	0	0	342	17	0	38	44	18	339	18	1	50	38	11	342
B. about the same as my regular schoolwork	45	0	0	17	77	4	18	1	5	347	47	1	59	34	5	344	57	2	68	26	3	346
C. easier than my regular schoolwork	31	1	7	9	60	4	27	1	7	346	36	3	47	39	11	342	25	1	61	31	6	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	16	0	0	3	38	5	63	0	0	341	20	0	28	54	18	338	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	43	0	0	13	62	7	33	1	5	346	37	1	57	34	8	343	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	41	1	5	15	75	3	15	1	5	347	43	2	58	33	7	344	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	28	1	7	11	79	2	14	0	0	348	20	3	56	36	5	344	22	3	67	25	4	346
B. 20 minutes to an hour	26	0	0	9	69	4	31	0	0	346	43	1	64	29	6	344	46	2	68	26	4	346
C. less than 20 minutes	14	0	0	4	57	2	29	1	14	342	18	0	28	56	17	339	18	1	56	36	8	343
D. I rarely read at home.	32	0	0	8	50	7	44	1	6	344	18	3	39	42	17	341	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	48	0	0	17	77	5	23	0	0	346	37	0	57	33	10	342	29	1	56	36	7	343
B. six to ten pages	15	0	0	3	43	2	29	2	29	341	18	0	50	35	15	341	21	2	62	31	5	344
C. eleven or more pages	37	1	6	10	59	6	35	0	0	347	46	2	49	41	8	343	50	3	68	25	5	346
Optional school/SAU question																						
A.	33	0	0	1	50	1	50	0	0	340	38	0	33	67	0	339						
B.	33	0	0	1	50	1	50	0	0	342	25	0	50	50	0	342						
C.	33	0	0	0	0	1	50	1	50	335	38	0	33	33	33	339						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 3
SAU: MSAD 54
School: Mill Stream Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007 2007-2008 2008-2009 Cum. Total*	12	24	15 24 26 65	8 13 13 11	1985 2277 2328 6590	14 17 17 16
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007 2007-2008 2008-2009 Cum. Total*	24	48	93 84 95 272	48 45 48 47	6990 6764 7045 20799	51 50 52 51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007 2007-2008 2008-2009 Cum. Total*	13	26	68 41 58 167	35 22 29 29	3673 3504 3137 10314	27 26 23 25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007 2007-2008 2008-2009 Cum. Total*	1	2	19 37 21 77	10 20 11 13	1193 1044 997 3234	9 8 7 8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	33.1	69.0	29.9	62.3	31.5	65.6
A. Number	20	42	13.7	68.5	12.3	61.5	12.8	64.0
B. Data	8	17	6.1	76.3	5.7	71.3	6.1	76.3
C. Geometry	8	17	5.8	72.5	5.3	66.3	5.5	68.8
D. Algebra	12	25	7.6	63.3	6.6	55.0	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: MSAD 54
 School: Mill Stream Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	50	12	24	24	48	13	26	1	2	351	200	13	48	29	11	346	13507	17	52	23	7	348
Ethnicity																						
African American/Black	0										3						407	7	37	32	24	338
American Indian or Native Alaskan	0										1						99	7	47	38	7	344
Asian or Pacific Islander	0										5	20	60	0	20	348	223	25	45	24	7	350
Hispanic	0										0						162	6	44	35	15	341
Caucasian/White	50	12	24	24	48	13	26	1	2	351	191	13	47	30	10	345	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	4	36	6	55	1	9	340	36	3	28	44	25	336	2204	6	36	36	22	338
No	39	12	31	20	51	7	18	0	0	354	164	15	52	26	7	348	11303	19	55	21	4	350
Current LEP																						
Yes	0										3						412	7	37	35	21	339
No	50	12	24	24	48	13	26	1	2	351	197	13	47	29	10	346	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	23	3	13	10	43	9	39	1	4	345	108	6	43	36	15	341	5727	10	48	31	12	343
No	27	9	33	14	52	4	15	0	0	357	92	21	53	21	5	351	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	50	12	24	24	48	13	26	1	2	351	200	13	48	29	11	346	13501	17	52	23	7	348
Gender																						
Female	29	7	24	12	41	10	34	0	0	351	92	13	49	29	9	347	6568	16	52	24	8	348
Male	21	5	24	12	57	3	14	1	5	351	108	13	46	29	12	344	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	10	0	0	7	70	3	30	0	0	345	68	1	46	37	16	340	2300	4	43	39	14	340
No	40	12	30	17	43	10	25	1	3	353	132	19	48	25	8	349	11207	20	54	20	6	350
Gifted/talented program																						
Yes	0										0						155	73	26	1	0	368
No	50	12	24	24	48	13	26	1	2	351	200	13	48	29	11	346	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 3
SAU: MSAD 54
School: Mill Stream Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	2	100	0	0	0	0	347	6	9	36	9	45	335	5	9	38	32	21	340
B. less than one hour	72	7	19	19	53	9	25	1	3	351	75	14	50	27	9	347	80	19	54	22	5	349
C. one to two hours	18	4	44	2	22	3	33	0	0	354	12	17	42	42	0	349	13	16	51	24	9	347
D. more than two hours	6	1	33	1	33	1	33	0	0	349	7	8	31	54	8	339	3	6	31	39	24	337
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	38	6	32	9	47	3	16	1	5	353	47	13	47	28	12	345	40	25	51	17	7	351
B. good	34	3	18	11	65	3	18	0	0	353	35	13	49	28	10	346	45	14	56	24	6	348
C. fair	20	3	30	4	40	3	30	0	0	352	14	14	57	29	0	348	12	7	49	34	10	343
D. poor	8	0	0	0	0	4	100	0	0	333	5	0	11	56	33	329	3	3	35	43	20	337
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	40	9	45	8	40	3	15	0	0	357	36	21	52	21	6	350	38	23	52	19	5	351
B. They match some of what I have learned.	40	3	15	10	50	7	35	0	0	350	42	11	47	31	11	345	45	16	56	22	6	348
C. They match just a little of what I have learned.	4	0	0	1	50	1	50	0	0	343	12	0	38	46	17	337	12	10	45	33	12	343
D. There is no match.	16	0	0	5	63	2	25	1	13	343	10	5	45	30	20	340	5	5	35	38	22	338
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	20	0	0	4	40	6	60	0	0	342	18	3	32	56	9	340	17	8	45	34	13	342
B. about the same as my regular schoolwork	60	10	33	15	50	5	17	0	0	355	55	16	56	21	8	349	59	19	55	21	5	350
C. easier than my regular schoolwork	20	2	20	5	50	2	20	1	10	350	27	14	41	27	18	344	24	20	51	21	8	349
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	24	0	0	6	55	5	45	0	0	343	24	2	53	38	7	342	15	8	41	35	15	341
B. 30–45 minutes	48	7	32	12	55	3	14	0	0	355	44	16	46	30	8	347	29	16	54	23	6	348
C. 45–60 minutes	17	4	50	0	0	3	38	1	13	353	22	24	39	20	17	348	32	21	55	19	5	350
D. more than 60 minutes	11	1	20	2	40	2	40	0	0	347	10	6	50	28	17	342	25	21	53	20	6	350
How often do you use calculators in mathematics class?																						
A. almost every day	10	0	0	4	80	1	20	0	0	343	13	0	44	40	16	337	6	6	33	39	23	337
B. two or three days a week	2	0	0	1	100	0	0	0	0	344	4	13	25	38	25	338	12	15	55	22	8	348
C. two or three times each month	8	1	25	1	25	2	50	0	0	348	17	12	67	18	3	349	26	20	56	19	5	350
D. never or almost never	80	11	28	17	44	10	26	1	3	353	66	15	44	30	11	347	56	18	52	23	7	348
How often do you use hands-on materials in mathematics class?																						
A. almost every day	24	1	8	7	58	4	33	0	0	346	37	7	47	33	14	341	37	14	51	27	9	346
B. two or three days a week	20	2	20	3	30	5	50	0	0	346	22	9	37	42	12	343	27	20	55	19	6	350
C. two or three times each month	31	4	27	8	53	3	20	0	0	355	20	18	59	21	3	351	19	22	53	19	6	350
D. never or almost never	24	5	42	6	50	0	0	1	8	357	21	21	50	17	12	350	18	15	51	26	8	347
Optional school/SAU question																						
A.	33	0	0	1	50	1	50	0	0	338	38	0	33	67	0	337						
B.	33	0	0	1	50	1	50	0	0	348	25	0	50	50	0	348						
C.	33	0	0	0	0	2	100	0	0	331	38	0	33	67	0	337						
D.	0										0											